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INTONATION AND PRAGMATIC INFERENCES

Spoken discourse is so fast that speakers and listeners are required to be efficient. In order to achieve this, they must rely on context, as only context can disambiguate linguistic structures and meanings. Hence, participants of discourse should understand not only semantics and grammar, but also prosody and pragmatics. Thus, speakers do not always mean what they utter and their intentions cannot be retrieved from linguistic form and listeners are often required to infer hidden intentions and meanings which is sometimes easy, but can be quite hard at times.

Modern research justifies that in oral discourse 50 per cent of understanding depends on suprasegmental factors. Computer based experiments show that outcome of studies in this field is far from subjectivity, it is more objective. Thus, in order to understand the spoken language, the listener attaches great importance to understanding prosodic signals (intonation, tone of voice, range of voice, stress, rhythm) and non-verbal means of communication (gestures, facial expressions, eye contact). It is also possible to understand the nature of intonation more easily in the interaction between gestures, facial expressions, and eye contact, which are non-verbal means of communication.

Apparently, people use both verbal and non-verbal strategies to behave in a socially acceptable manner. Such strategies include not talking while eating, politely asking for help when needed, thanking for the help provided, etc. However, a tactful person is not only characterized by these. When using polite expressions such as "please", "thank you", "nice to meet you", it becomes difficult to understand when facial expressions are boring. Therefore, when talking about a polite or rude, positive or negative expression, the social context in which the utterance is used must be taken into account.

In formation of various discourse types, the importance of syntactic structures and lexical units are undeniable. However, it should be underlined that in formation of discourse types choice of pre-tonic patterns and nuclear tones in expressing emphatic positive and negative meanings and emotionality in oral discourse is a crucial factor, and this fact increases urgency and relevance of the topic.

It is worth noting that after the introduction of the discursive approach, intonation has been very well studied in a number of ways, and many descriptive and theoretical descriptions of intonation have emerged.

Key words: *spoken discourse, pragmatic inferencing, prosody, conventional and conversational implicatures, scalar implicatures, communicative competence.*

Introduction. Although the importance of intonation and its influence on the meaning of speech is not disputed among linguists, the nature of prosodic meaning is still a controversial issue. One area where the theories differ is in the assessment of the role that intonation systems play in the linguistic code of a language. Another controversial area is whether the meaning created by intonation is compatible with semantic or pragmatic theory. We argue that semantics is related to lexical meaning and does not go beyond the sentence level, while pragmatics covers any aspect of interpretation related to the context in which the utterance occurs.

When analysing the meaning of anutterance, we must distinguish between what is explicitly said and what is implied. The way how we are understood depends on both linguistic decoding of what is uttered and pragmatic inference. Thus, decoding the linguistic form does not mean a complete clarification of the idea, as in the case of clarification of words with more than one meaning where it is essential to rely on the context. The decontextualization of pragmatic meaning was investigated in more detail by R. Carston (1988).

The purpose of the article. This articles examines the prominent role of intonation in speech processing. Intonation in general, and nuclear tones in particular are crucial in processing of conversational implicatures and scalar implicatures. The article also shows the distinguishing role nuclear tones like low rising, falling-rising and rising-falling tones in changing the meaning of utterances.

The main problem. Pragmatic inferencing is a process characterized by interpretation of speaker's

verbal speech and intended meaning. Grice (1967) distinguishes between two types of inferencing; conventional and conversational implicatures. Conventional implicatures are inferences of speaker's utterance without considering context. This occurs when a certain linguistic form ("but", "therefore") is used and the implications of this form are not controversial. However, conversational implicatures are more complicated, as discourse participants should simultaneously consider literal meaning of sentences, prosody, context in order to fully understand intended meaning. So, in addition to linguistic skills, communicative competence also plays a role in the successful realization of communication. The main criterion for deriving a model of communicative competence is, first of all, that language should be seen as a process and not as a product. The second criterion is to understand communicative competence. Communicative competence includes 4 components: grammatical, sociolinguistic, discourse and strategic. Grammatical competence is the ability to construct phonologically, morphologically, lexically and syntactically correct sentences. Sociolinguistic competence is the speaker's ability to correctly use grammatical forms to perform a certain communicative function (persuading, giving instructions, warning, being polite) in different contexts. Sociolinguistic competence is also the knowledge of what is socially or culturally acceptable or appropriate. Discourse competence is the ability to combine ideas to achieve coherence and completeness of form. Strategic competence involves the use of verbal and non-verbal communication strategies to express an idea and convey information to an audience. Consider the following example:

They are for ˈstudents as ˈpart of their eduˌcation‖
Well they ˈcertainly ˈneed `some eduˌcation‖

The dialogue is from sitcom "Mind your language", where Miss Courtney, principal of an ESL evening school, and Mr. Brown, a teacher, meet in the classroom. The teacher, who brings newspapers for his disobedient and restless learners according to the course program, is a few minutes late for the lesson, during which the principal starts a conversation to check what the learners has learned. Meanwhile, it turns out that the learners have not learn anything. Moreover, the principal is also annoyed by the learners' inability to behave properly. Meantime, the teacher enters the classroom with newspapers in his hand, and informs the principal that they are part of the educational program. Hearing this, Miss Courtney sarcastically tells the teacher that they need "some" education. The principal emphasizes the word "some" by pronouncing it in a high-falling tone, and in a sarcastic manner, with a

low-rising nuclear tone on "education", hints that they have not learned anything. Apparently, to understand this little dialogue, one needs to be fully aware of what is happening in the classroom.

Decoding scalar implicatures is another crucial factor for pragmatic inferencing. A scalar value can refer to an entity, attribute, event, activity, time and space, or a collection of such elements. Scales can also be defined by other hierarchical or linear sequences, such as spatial or temporal sequences, stages of a process, and class/subclass, entity/attribute, or part/whole relationships.

A: Did you read the first chapter? [4, example 25]
B: I read the first ∨half of it.
A: Have you, me, and Ellen ever had dinner together? [4, example 33]
B: We've had∨lunch.

With falling-rising nuclear tone speaker implies some hesitation in his choice of scalar value. Gregory Ward and Julia Hirshberg divide hesitation into three types: 1) hesitation about the possibility of assigning the thought in the utterance to any scale; 2) hesitance to choose the appropriate scale; 3) hesitation about choosing a value from the scale [4, p. 765].

It must be noted that a speaker does not have to be "hesitant" in the literal sense of the word to use a fall-rise, it can be used to be polite, to express irony, or to show respect. However, the falling-rising nuclear tone is always related to the scale or scalar value.

A fall-rise indicates type 1 hesitancy, when the speaker doubts the appropriateness of using any scale in a given context.

A: So you speak Sephardic? [4, example 52]
B: Huh?
A: Do you speak Ladino?
B: I speak ˌSpaˌnish.

Here, B is not sure whether A is only interested in B's knowledge of Ladino, or whether knowledge of other Iberian languages would also satisfy him. So, with a falling-rising nuclear tone, B expresses doubt as to whether it is appropriate in this context.

A fall-rise indicates type 2 hesitancy, when the speaker doubts whether he has chosen the appropriate scale among the scales that may be relevant to the context. In the example below, B doubts whether "days of the week" or "date of the month" is more important.

A: The party is Friday the seventeenth. [4, example 55]
B: ˌFriˌday isn't the seventeenth.
B: Friday isn't the seven∨teenth/.

Similarly, a falling-rising nuclear tone can express doubt that the speaker will agree with the listener's choice of scale.

A: Is she taking any medication? [4, example 56]

B: ˎViˎtamins.

Here, B doubts whether the vitamins taken by the one being talked about belong to the medication A is interested in. That is, B is not sure that A perceives the association between vitamins and medication as the value of the scale representing the class/subclass relationship.

The 2nd type of hesitation can also be based on linguistic ambiguity.

A: Are you a doctor? [4, example 58]

B: I have a Ph.∨D.

Here, B is hesitant whether concepts of medical doctor and academic degree is the most appropriate choice of scale.

A fall-rise can also express the 3rd type of hesitation. This happens when the speaker wants to show that he is not hesitant about the choice of scale, but about the position of the idea on that scale.

B: I'm so excited. My girlfriend is coming to visit tonight. [4, example 60]

A: From far away?

B: From suburban Philaˎdelˎphia.

The speaker here doubts whether suburban Philadelphia is considered far from where they live on the scale of distance.

A: Have you ever been to the West of the Mississippi? [4, example 62]

B: I've been to Misˎsouˎri.

Here, B implies that he is not sure if Missouri is on the west of the Mississippi on the geographic scale to which these rivers belong.

The rising ending brings softness to the utterance. J. Wells notes that [6, p. 224] *"Would you like some ˎtea?"*expresses polite interest, the use of a low-rising tone here is due to formality. The same utterance with a high-rising nuclear tone sounds more friendly, cheerful, carefree. If the speaker utters the rise with a wider range, the utterance will express surprise.

A similar case can be observed in tag questions. A. Gimson points out that the disjunctive questions pronounced with both a falling and a rising tone expect agreement from the interviewer – a falling tone requires agreement, while a rising tonepolitely indicates that there is also an option to disagree [3, p. 271]. *Would you like some tea| or coffee‖*– in a falling tone will arisenegative emotions in the listener, because in this case he has no choice but tea or coffee, and when it is said in a low-rising tone, the listener may refuse the options presented to him and ask for another drink instead.

This rule can also be applied to greetings. Greetings sound hearty and sincere when pronounced with a high-falling tone, hasty and hurried when pronounced with a low-falling tone, and polite and tactful when pronounced with a low-rising tone [3, p. 271]. *Good morning‖*– stressed "good" and "morning" with a high-fall – sounds very sincere,while the high-falling tone on the word "good" awakens very cheerful impression. However, with a rising-falling tone, depending on the situation, the greetings may sound "significant" and sometimes "sarcastic". The expression of such two opposite meanings with the same nuclear tone may seem very confusing at first glance, but when accompanied by body language within the context, such differences in meaning are not difficult to understand. As mentioned above, after the greeting, if the parties are going to discuss some special, significant event, then an enthusiastic rise-fall is used. Sometimes, on the contrary, the speaker greets the interlocutor with a rising-falling nuclear tone in order to threaten, to express his anger, to show that the morning is not good at all.

Such a difference is noticeable in the utterances with "please". A. Wichmann notes that intonation can increase or decrease the positive meaning expressed by polite speech [7, p. 1522]. In her experience, she used the word "please" in all communicative types of sentences (interrogative sentences, statements, commands, elliptical sentences, etc.) at the beginning, in the middle, and at the end of the sentences. The linguist noted that the word "please", which is stressed at the beginning of the utterance, but at the end, unstressed or is pronounced with a rising tone, expresses positive meanings focused on the listener. However, when the word "please" is used as an independent sentence on its own and is said with a high fall,the request sounds sarcastic, spiteful, bitter, dissatisfied. When such a statement is uttered with a level tone, it expresses indifference, when it is uttered with a low fall, it sounds uncomplimentary and unethical [7, p. 1546].

Conclusion. Once we accept that the role of intonation is pragmatic, the meaning it adds to the utterance becomes clearer. It is easier to decode the meaning conveyed by the intonation when the speech is considered in context. In the process of communication, the speaker often has to direct the listener to the relevant context necessary for information processing. He sometimes has to refer to knowledge and assumptions that are "known" to the participants of the process. This takes the status of relevant background knowledge for new information. Communication processing reflects the relationship between background knowledge and foreground information. And the choice of intonation within and between intonation groups shapes the content of information. Through this choice, the listener is guided to understand the relevant context.

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Джалілова Г. Я. ІНТОНАЦІЯ ТА ПРАГМАТИЧНІ ВИСНОВКИ
Усна мова ведеться настільки швидко, що від мовців і слухачів потрібно ефективність. Щоб досягти цього, вони повинні покладатися на контекст, оскільки лише контекст може усунути неоднозначність мовних структур та значень. Отже, учасники дискурсу повинні розуміти не лише семантику та граматику, а й просодію та прагматику. Таким чином, оратори не завжди мають на увазі те, що вони вимовляють, і їхні наміри неможливо отримати з мовної форми, і слухачам часто доводиться робити висновки про приховані наміри та значення, що іноді легко, але іноді може бути досить важко.

Сучасні дослідження доводять, що в усному дискурсі 50% розуміння залежить від надсегментарних факторів. Комп'ютерні експерименти показують, що результати досліджень в цій області далекі від суб'єктивізму, вони більш об'єктивні. Таким чином, для розуміння розмовної мови слухач надає великого значення розумінню просодичних сигналів (інтонація, тембр голосу, діапазон тембру, наголос, ритм) і невербальних засобів комунікації (жести, міміка, зоровий контакт). Також можна легше зрозуміти природу інтонації при взаємодії жестів, міміки і зорового контакту, які є невербальними засобами комунікації.

Очевидно, що люди використовують як вербальні, так і невербальні стратегії, щоб поводитися соціально прийнятно. Такі стратегії включають в себе мовчання під час їжі, ввічливе прохання про допомогу, коли це необхідно, подяку за надану допомогу і т.д. однак тактовна людина характеризується не тільки цим. Використовуючи ввічливі вирази, такі як «будь ласка», «дякую», «приємно познайомитися», стає важко зрозуміти, коли вираз обличчя стає нудним. Тому, коли мова йде про ввічливе або грубому, позитивному або негативному вираженні, необхідно брати до уваги соціальний контекст, в якому використовується дане висловлювання.

При формуванні різних типів дискурсу важливість синтаксичних структур і лексичних одиниць незаперечна. Однак слід підкреслити, що при формуванні типів дискурсу вибір передтональних моделей та ядерних тонів для вираження емфатичних позитивних та негативних значень та емоційності в усному дискурсі є вирішальним фактором, і цей факт підвищує актуальність теми.

Варто зазначити, що після впровадження дискурсивного підходу інтонація була дуже добре вивчена багатьма способами, і з'явилося багато описових та теоретичних описів інтонації.

Ключові слова: *розмовний дискурс, прагматичний висновок, просодія, конвенціональні та розмовні імплікатури, скалярні імплікатури, комунікативна компетентність.*